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Mrs S Lyndon-Chance  
Headteacher  
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Dear Mrs Lyndon-Chance

### **Ofsted 2011–12 subject survey inspection programme: design and technology (D&T)**

Thank you for your hospitality and cooperation, and that of the staff and pupils, during my visit on 19 January 2012 to look at work in D&T.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text without their consent.

The evidence used to inform the judgements included: interviews with staff and pupils; scrutiny of relevant documentation; analysis of pupils' work; and observation of one lesson.

The overall effectiveness of D&T is good.

#### **Achievement in D&T**

Achievement in D&T is good.

- All pupils make good progress in D&T across the school to attain outcomes that are at least in line and often above those expected at the end of Key Stage 2. Those with special educational needs and/or disabilities make equally good progress. Older pupils develop their ideas well and use a variety of media from a wide range of resources. These ideas are used effectively to generate plans and prototypes that they modify as necessary following good consultation with users. For instance, during their enterprise project to make and sell chocolates at the Christmas Fayre they made well-designed presentations to pupils in the school to inform their making of final products. Pupils possess a secure knowledge and understanding of hygiene regulations related to the preparation of food. Furthermore, their knowledge and use of a wide range of tools in D&T are

good. However, their ability to apply these to the use of materials, mechanisms and components at the higher Level 5 is more limited.

- Pupils' attitudes towards D&T are outstanding. All pupils demonstrate a love of work in D&T. Pupils of all ages work effectively in pairs and small groups in both classes in this very small school. For example, pupils in Year 1 and 2 work in close cooperation with each other to accurately measure and carefully cut lengths of wood to construct a prototype of their wheeled vehicle. Others carefully cut card to create an effective jointing system. Pupils in the Key Stage 2 class talk with pride about the success of their chocolate products. They have considerable enterprise skills to produce products of quality for sale at a profit. They have high levels of confidence and such work contributes significantly to their economic well-being and preparation for the next stages of their education.

### **Quality of teaching in D&T**

The quality of teaching in D&T is good.

- Although only one lesson in D&T could be observed, pupils' work confirms that the quality of teaching over time is good with some outstanding features. All teachers and support staff demonstrate a passion for the subject. Planning is very detailed and clearly identifies key learning intentions. Teachers make effective use of resources to support pupils' learning and fully encourage them to be independent in their thinking. For instance, good modelling of how to measure and cut a wooden batten ensures that younger pupils apply new skills correctly and make good progress in D&T.
- Assessment is accurate and based on detailed observations and a thorough understanding of each pupil's strengths and areas for development in D&T. Books and journals record the learning development of each individual pupil, support assessment in D&T and strengthen links between home and school.

### **Quality of the curriculum in D&T**

The quality of the curriculum in D&T is good.

- A well-designed and fully integrated curriculum provides pupils with many exciting opportunities for them to develop their knowledge, understanding and skills in D&T. Staff plan exciting learning experiences for pupils each term using a holistic and dynamic approach that engages pupils in the choice of themes while ensuring the progressive development of skills in D&T. These plans are cross referenced effectively with the National Curriculum programmes of study. Food technology is a strength of provision. The school has recognised the need to give older pupils the opportunity to gain greater levels of experience in mechanisms and computer-aided design.

## **Effectiveness of leadership and management in D&T**

The effectiveness of leadership and management in D&T is good.

- Through effective teamwork, you and the class teachers provide good learning experiences in D&T. High priority is given to the subject within the school's curriculum and the drive for further improvement is clear. Good monitoring of lessons is used effectively to support accurate self-evaluation and subject improvement plans. Staff training, such as accreditation for food hygiene, supports the development of staff expertise well. The school is in the process of making better use of expertise within its local secondary school to support the development of further staff training in computer-aided design, mechanisms and control.

### **Areas for improvement, which we discussed, include:**

- extending the range of opportunities for pupils at the end of Key Stage 2 with components, mechanism and control technology
- ensuring teachers' expertise in computer-aided design, mechanisms and control is confidently developed to support further improvements in provision.

I hope that these observations are useful as you continue to develop D&T in the school.

As explained previously, a copy of this letter will be published on the Ofsted website. It may be used to inform decisions about any future inspection.

Yours sincerely

**Philip Mann**  
**Her Majesty's Inspector**